



UTMACH

FACULTAD DE CIENCIAS SOCIALES

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS**

**EXTRACURRICULAR TRAINING STRATEGY FOR THE
METHODOLOGICAL PREPARATION OF TRAINEE TEACHERS IN THE
PINE CAREER.**

**POLO QUIZHPE JOE ISRAEL
LICENCIADO EN PEDAGOGIA DEL IDIOMA INGLES**

**MAZA MACAS LISSETH ESTEFANIA
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ESQUIVEL RIVERO YENNI

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por LISSETH ESTAFANIA MAZA MACAS

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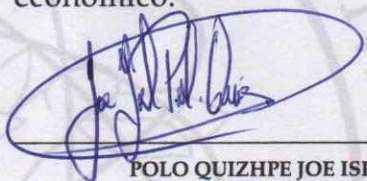
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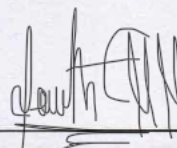
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DEDICATORY.

To our dear parents, we address our deepest gratitude for their valuable support, love and the sacrifices they have made for us. Your dedication has been the light that has guided our path throughout this long academic journey. It is for this reason that every sacrifice, gesture of motivation, expression of love and word of encouragement that they offered us is oriented towards the attainment of this achievement.

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Resumen

Esta tesis propone una estrategia de capacitación extracurricular para docentes en formación con un número de 25 estudiantes del 4to semestre de la carrera de Pedagogía de Idiomas Nacionales y Extranjeros. Se analizó el conocimiento acerca del manejo del aula, planificación de clases y cómo implementar la didáctica para que resulten ser más interactivas a través de una encuesta. Se describe la implementación de la estrategia de capacitación antes propuesta en donde los resultados mostraron que los estudiantes que recibieron instrucción receptaron de forma positiva la información impartida durante la implementación del instrumento de capacitación. En conclusión, este estudio destaca la importancia de utilizar una estrategia de capacitación para los docentes en formación y así puedan informarse acerca de enseñanza interactivas y dinámica, como también el planteamiento de normas para una disciplina positiva y así mejorar el rendimiento académico de sus estudiantes.

Palabras clave: estrategia de capacitación extracurricular, docentes en formación, inglés, manejo del aula, planificación de clases, didáctica, interactivas.

Abstract

This thesis proposes an extracurricular training strategy for teachers in training with a number of 25 students of the 4th semester of the Pedagogy of National and Foreign Languages career. Knowledge about classroom management, class planning and how to implement didactics to make them more interactive was analyzed through a survey. The implementation of the training strategy proposed above is described, where the results showed that the students who received instruction positively received the information imparted during the implementation of the training instrument. In conclusion, this study highlights the importance of using a training strategy for pre-service teachers to inform them about interactive and dynamic teaching, as well as the approach to positive discipline norms to improve the academic performance of their students.

Key words: extracurricular training strategy, teachers in training, English, classroom management, lesson planning, didactics, interactive.

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INTRODUCCIÓN.

Today, English continues to be one of the most crucial and widely used languages in the world. Recognized as the global language par excellence, it has become an indispensable tool in contemporary society. Its growing importance has extended to all spheres of life, ranging from the professional to the academic and social spheres.

The English language is considered essential in the training of professionals around the world, and its development should begin at the earliest levels of education, addressing it comprehensively from preschool through high school. Therefore, teaching English at the preschool and elementary school stages, as well as in secondary and higher education, will help students achieve their English language learning goals by the time they complete their education.

It is crucial to consider the training of teachers responsible for teaching English. It is essential that the teaching-learning process evolves continuously, seeking the adoption of contemporary methodologies and the incorporation of tools that foster formative dynamics. The implementation of diverse strategies is fundamental to promote a more attractive and effective teaching.

The aforementioned indicates the importance of orienting the teacher in training as a future English teacher. A fundamental aspect has to do with their individual preparation about the best strategies for teaching the language, Ramírez et al. (2019):

The future English teacher must be trained using new teaching contexts and using other spaces that are much more innovative, friendly and effective in the construction of a much more meaningful and relevant teaching for the learner (p. 164).

According to Ramírez et al. (2019) "the student trained to be an English teacher must be prepared to face these educational challenges, especially because of the novelty of these modern teaching contexts". In other words, the teacher in training must be aware, prepared and know how to act before any stage of his or her class.

In the 4th semester of the course of Pedagogy of National and Foreign Languages of the Technical University of Machala, the following manifestations were observed during their internships:

1. They present difficulties in the planning of English classes.
2. The English classes they plan are monotonous.
3. The students do not pay enough attention to the class while it is being conducted by the teachers in training.
4. Students participate little in the classes.
5. There is no organized and systematic interaction with the students.
6. They frequently lose control of the classroom.

Taking into account the above inadequacies, the following scientific problem arises:

How to improve the methodological preparation of teachers in training of 4th semester of the career of Pedagogy of National and Foreign Languages of the Technical University of Machala?

This problem is manifested in the object of study extracurricular training process of language teachers in training at the Technical University of Machala.

Among the possible causes of the problem are deduced:

1. The students do not show interest in the classes of the subject.
2. The teacher in training does not have a good methodological preparation.

3. There are no extracurricular activities in the career focused on the didactics of the language.
4. The students do not participate in extracurricular activities on teaching methods.

The general objective of the research is: To elaborate an extracurricular training strategy on teaching methods that contributes to the methodological preparation of teachers in training of 4th semester of the career of Pedagogy of National and Foreign Languages of the Technical University of Machala.

This objective is delimited in the methodological extracurricular training as a field of study.

Thus, the research poses as research tasks or specific objectives:

1. To provide a theoretical foundation for the process of professional teacher training and extracurricular methodological training.
2. To diagnose the current state of the process of professional formation of teachers and the methodological extracurricular training of the teachers in formation of the career of Pedagogy of National and Foreign Languages of the Technical University of Machala.
3. To determine the strategy of extracurricular training on teaching methods for the methodological preparation of teachers in training of the 4th semester of the Pedagogy of National and Foreign Languages career of the Technical University of Machala.

The study is developed according to the **scientific hypothesis**: The elaboration of an extracurricular training strategy on teaching methods contributes to the methodological preparation of teachers in training of 4th semester of the National and Foreign Languages Pedagogy career.

Based on the Hypothesis presented, the relationship between two variables is studied:

The **Independent Variable**: "Extracurricular training strategy on teaching methods".

The **dependent variable**: "Methodological preparation of teachers in training" as the dependent variable because it will depend on the independent variable, representing consequences to the changes to which it will be subject throughout the pre-project study.

The present research is carried out from a quantitative methodological paradigm, since it seeks to explain the phenomena present in the study in order to identify the real problematic causes.

The study employs **theoretical methods**, such as analysis and synthesis, historical-logical and systemic. Empirical methods such as non-participatory observation and pedagogical testing are also used. These will be detailed in greater depth in the methodological section.

The **importance** of this research is focused on the improvement process of teachers in training as a methodological strategy to optimize the execution of their classes, through a training that develops skills to teach English classes.

The **contribution** of this research is an extracurricular training strategy for the methodological preparation of teachers in training, with the purpose of having a better performance when teaching English classes to their students.

This report is divided into 4 chapters: **Chapter I**, theoretical description on the object and field of the research supported by bibliographic information. **Chapter II**, establishes the type, methods and techniques to be used. **Chapter III**, presents the intervention proposal. Finally, **Chapter IV** contains the discussion of results, closing with conclusions and recommendations, bibliography and annexes.

CHAPTER I

1 THEORETICAL FRAMEWORK.

In this segment, the headings describing the historical events related to the research topic are displayed. The purpose is to analyze the evolution over the years. In addition, the conceptual and contextual background of the topic is presented, seeking to understand precisely and truthfully how it develops in the Ecuadorian educational context.

1.1 HISTORICAL BACKGROUND.

1.1.1 Historical evolution of methodological preparation in the process of professional training of language teacher trainees.

In 1975 Fuller and Brown synthesized the teacher's concerns during the process of learning to teach, in which they developed a model called "Phases of Learning and Teaching"

1. We are talking about the phase prior to teaching, characterized by the absence of professional concerns, since it is a situation in which they feel closer to their own students than to their colleagues.
2. The pre-teaching phase is about performance and survival in the classroom; discipline and mastery of the subject matter are the aspects that will stand out. In this phase, teachers are busy trying to keep students in order and ensure that students understand basic concepts of the material. In addition, teachers' concerns focus on time management, discipline management, and affective transmission of knowledge.
3. The focus phase talks about the professional's concerns in students, about the problems of the teaching exercise and possible solutions. One could mention here a reflective teacher, where the teacher chooses to meditate on his or her methods and begins to look for ways to improve his or her teaching. Among his concerns may be

adapting his teaching to the individual needs of students and how to more effectively assess student progress.

These phases of the teaching process provide a model that understands the professional development of teachers and the concerns they face at each career stage. They help educators and teacher educators identify professional development needs and design appropriate support strategies for teachers along their career path.

In later years, a professional profile of the teacher is produced in proportion to the professional trajectory, including aspects related to personality, self-esteem, leadership capacity, autonomy and reaction to problematic situations, elements related to teacher training and professionalism, and the current and future challenges of society.

Rodriguez (1998) focused his attention on the profile of the graduate student to establish the requirements that new teachers should have. The author carried out a study with university students in which three qualities were enunciated that they would like to see in their teacher trainers

- Competence in their field.
- General culture and open-mindedness.
- Pedagogical skills and didactic capacity.

In reference to the above qualities, what is desired to find in a teacher is initiative, action in professional situations, thus showing his/her competence in the field, reflecting his/her capacity acquired in his/her educational process, and/or in his/her years of teaching.

As for the beginning of the year 2000 talking about the field of English language, the knowledge found itself being reformed, in a series of constant changes and redefinition, with

which the future English teacher becomes aware of those new conditions facing the teaching and the school, owing his preparation to the satisfaction of the new conditions.

Condition number one is described, which refers to the transformation of the teacher's knowledge, allowing his or her knowledge to go to a higher level, with improvements over time, going beyond the traditional. The future teacher is spoken of as a being who must be aware of scientific and pedagogical advances and, above all, accept and remain updated in the face of technological renovations in the field of teaching.

In addition to the aforementioned, the teacher's awareness expands to a global environment, stating that the future English teacher must demonstrate that his or her preparation has prepared him or her to face the challenges that the world currently exhibits, evidencing that the teacher puts into practice his or her skills as a facilitator of updated learning.

Therefore, teacher training should be oriented towards the modernization of English language learning, making it possible for it to adapt day by day. A training methodology is essential to address the demands of today's society.

In 2010, a CLIL (Content and Language Integrated Learning) expert from Marymount University proposed to train a number of 20 teachers from the different faculties, as well as three teachers belonging to the Department of Languages. The teachers of the aforementioned department took on the course to be carried out with the other teachers of the faculty.

The topics covered in a 40-hour orientation were:

- The theoretical environment of CLIL (Content and Foreign Language Integrated Learning).
- Learning outcomes.
- Teamwork.

- Questioning, conversation and discussion techniques.

After teaching the course, the Language Department set up a procedure for arranging informal drop-in meetings to share the experiences they had in their classrooms. All of this was led by an English language expert (ELE). After the first training for teachers from all faculties, numerous orientations were held again, also conducted by professors from the Department of Languages, which resulted in 60 teachers from all faculties of the university, thus ensuring a more solid academic offer of English.

Taking into account the above, the English teacher in training should be placed in contexts of preparation regarding the use of technologies, analysis of the social and economic environment, allowing the teacher to put into practice the knowledge acquired in his or her period of education, thus creating bonds with their students and extolling their own beliefs, cultures and customs.

1.2 CONCEPTUAL BACKGROUND

1.2.1 Conceptual characterization of the English teacher professional development process.

Mendoza & Enriquez (2023), mention that in education as a process, from pedagogical practices, identity makes sense, culture is reflected upon with ethical and political foundations that are learned and developed and contribute to solve educational and social problems".

Berdayes, Linares & Díaz, (2022) the teacher should be "planned, organized and anticipating the development of the subject. The teacher is identified as the main subject of education for society, as a transmitter of the preceding culture and facilitator of learning through the educational process, which requires teacher training.

Teacher training cannot be left to chance or be something that happens on the spur of the moment, and it is not limited only to those who start out as educators. It is essential for everyone involved in the processes of building culture and defining the type of inclusive society and human being that we seek to maintain over time.

Similarly, the relevance of teacher training in the educational and social sphere is supported by Rivas (2022), when referring that “if the teacher does not change, relevant changes cannot be made in the educational processes so that these are in accordance with the need generated by social demands”.

Teacher training must be constant and regular, as the authors point out, in order to play an effective role in transforming society. In the current context, it is necessary to review and update the general conceptions about teacher training, since practical skills, instrumental approach and technologies often relegate the importance of personal and social growth of the teacher in a process of meaning.

The central importance of teachers in education and in socio-economic and cultural progress raises the following questions: what should teacher training be like? How to incorporate it into the processes of enculturation? What should the content be? What are the procedures for the teacher to become an active subject of learning and development? (Aguayo et al., 2019).

The answers required should provide indications on how educator training should address the type of society sought and its influence on people's lives. Thus, teachers put "into action their knowledge that make up the competencies (knowledge, skills, attitudes and values) with the purpose of providing answers to needs felt by the communities" (Mayor, 2018, cited by Barrantes & Valverde, 2020, p. 124).

There are several concepts of teacher education. Salazar & Tobón (2018) who say that "teacher training as a process where teaching and learning are articulated". On the other hand, Fernández (2020), emphasizes "the intimate union between theory and practice, in rewriting and restructuring the everyday life of the subject and its interactions, feedback and personal transformation".

1.2.2 Theoretical training of extracurricular training.

The Royal Spanish Academy refers to capacitar as 'to make someone apt, to enable him/her for something', and capacitación as 'action and effect of capacitar' (Real Academia Española, 2020). This concept should be expanded to university teacher trainees where they are trained to be able to understand and externalize the knowledge they have learned.

Currently, in the educational field, training is related to the continuous training, improvement and updating of teachers, to improve their professional performance while they are in service. Cámara & Hernández (2022) consider technologies fundamental to facilitate academic activities by enabling the understanding of the contents of their educational experiences (cited by Avella & Estupiñan, p. 34)

According to the author Paredes (2019), "Training is the short-term educational process, applied in a systematic and organized manner, through which people acquire knowledge, develop skills and competencies according to defined objectives".

According to Chiavenato (2007), the content of training can cover four different ways of modifying behavior:

- **Skill Development:** they lie in the ability to perform a task or operation, whether physical or intellectual, within certain or determined standards of efficiency (time, quality, frequency) and with the minimum of necessary resources. Skills can be

learned and perfected, but they cannot be transmitted as knowledge is: each person learns them according to his or her own mental models, which are marked by his or her own schemes of perception, discernment, judgment. These skills can be perfected with training through courses, books, videos, etc.

- **Development or modification of attitudes:** attitudes are instinctive criteria of judgment that serve people to assess or evaluate situations in the same way that habits repeat responses without the intervention of the person's conscious affect. They are the so-called frames of reference, of preponderantly emotional origin, through which we judge reality and condition our behavior. They are predispositions to act. Attitudes, then, constitute the set of ideas, values and beliefs that guarantee and give security to a person.
- **Concept development:** is the capacity for abstraction and the conception of ideas and philosophies, to facilitate the application and generation of concepts, in such a way as to develop managers who can think broadly and globally.

Similarly, Gárate & Cordero, in training processes, define it as "a training system is necessarily complex. It has to reconcile general objectives, needs specific to each department and individual demands" (2019, p. 163).

Types of training.

Training can be carried out in different ways such as:

- **Face-to-face training:** This modality is carried out in such a way that those involved socialize face to face, achieving a direct interaction between the learning facilitator and the recipient of the learning.

- **Distance training:** Here the requirement of presence is eliminated and self-learning is induced, using multimedia such as: online work, forums, audios, videos, movies, web pages, etc. as aids. Thus, direct interaction is replaced by indirect interaction. The facilitator must develop the role of designing, elaborating and evaluating. Training by electronic means requires values and is of an organizational nature, with specific objectives that support this modality.
- **Blended learning:** The above-mentioned types of training are merged: classroom and distance. The blended learning relationship takes aspects of online learning and of specifying face-to-face attendance when it is necessary to carry out the activities dictated for a particular day.

Within the framework of the Educational Reform, training is a necessary component that enables teachers to improve the quality of education, as a mechanism for the beneficiaries of educational services to achieve better living conditions.

Steps for planning events

Planning involves forethought, with a goal in mind. To organize a training activity, we suggest a few steps that answer the following key questions:

- Why hold the event? identify the need detected through the group needs assessment.
- Who is the event aimed at? target population.
- What are we organizing the event for? expected achievements, goals and objectives.
- What are we going to do? technical content we are going to share.

- Who will be in charge? people who will have the responsibility of trainers, organizers, logistical support.
- How will the event take place? define the type of event (course, workshop, seminar, etc.) and the general methodologies and particular techniques to be used.
- Where will the activity take place? adequate place to carry out the event (take into account the activities to be developed and the spaces they will require, for example, participatory dynamites need a clear area to play, to cut) (see regulations).
- When will the event take place? dates and the most convenient times according to the characteristics of the group (see regulations).

1.2.3 The methodological preparation of the English teacher.

Benavides & López (2020) mention that: it is a reality that if the teacher does not adequately fulfill his or her functions, it is difficult to propitiate the creative path of students, so that they have a broad culture, deep reasoning, rich imagination, positive motivations, solid interests and awareness of social needs, concentrated attention and insatiable curiosity, independence and self-organization.

In this sense, it is evident that teachers in training are the relay of tomorrow, since they will be integrated into society as professionals and must prepare themselves to continue the vocation of being a teacher, always seeking to improve teaching-learning, implementing new techniques and instruments that contribute to the educational process.

Taking into account the standards proposed by several experts in foreign language teaching Valencia, A., Valencia, M & Bustamante L. (2018) ; Alarcón, P., Díaz, C., Venegas, C. & Vásquez, V. (2018); Chipatecua, I., Garcia, P. &Tejada, I. (2022); Sillero, J., Espinosa, J. &

Nuevo, A. (2023); Lopez, C. (2022); Báez, L. & Salinas, L. (2020); among other authors, it is deduced that the process of teaching and learning a foreign language differs from the process of teaching and learning of any other subject and its essence lies in the following aspects:

- The teaching-learning process in the subject of English is carried out differently from any other subject, since the teacher uses the English language as a means of communication and the students will have to sharpen their skills together with the teacher.
- The components of English language instruction should be easily understood by the students so that they can communicate.
- The teacher should be able to sharpen students' listening, speaking, reading, and writing skills so that they feel more confident in participating.
- As soon as the student begins to use the English language, he/she should assimilate the culture of the people whose language is being studied. In addition, the psycho-pedagogical aspect of an adolescent student will influence the process, therefore, the teacher should take this into account.
- The didactics of foreign language differs from that of another subject (Valencia, A. et al., 2018).

The aforementioned aspects show that the methodology of the English teacher has its particularities, making it possible to deepen in basic aspects of this preparation.

Thus, the teaching-methodological preparation of the English teacher is considered as a process that implies an integral theoretical-practical training. That is, it should not only consider the mastery of program content, methods, techniques and/or approaches, the eccentricities of the subject matter, the planning and direction of the teaching-learning process based on established

laws and principles, and the understanding of theoretical foundations that support the teaching of foreign languages. Become essential knowledge for professional performance to foster communication in their students and contribute to their education.

Regarding the teacher's mind, Chipatecua et al, (2023, p. 117), citing Borg (2019) emphasizes that, indeed, research associated with this notion seeks to understand what goes on in the teacher's mind and how it does not originate in a vacuum, but is "mediated by various personal, physical, sociocultural, and historical influences, which interact and shape who teachers are and what they do" (p. 1154).

The preparation of the English teacher encompasses a systemic approach, it is also specific, since its particularities lie in the distinction of how they have been prepared, allowing to identify the differences in the teaching-learning processes of a foreign language in comparison with other subjects.

Its systemic character is reflected in the series of knowledge that is deployed, allowing an adequate teaching-learning process of the language, seeking student progress and their own integral formation, since all information imparted is necessary and useful to start with the teaching work.

It is essential to consider the creativity that the English teacher must perform, being fundamental to carry out activities that allow constant reflection, hunger for learning and the capacity to imagine and create diverse communicative situations that are equally important.

These situations will help contextualize the student in an environment that is as close as possible to his or her reality, resulting in a professional performance that will facilitate communication among students. Thus, the more situations that are developed within the

classroom, the more involved the students will tend to become, and the less complicated the acquisition of the language being taught will be.

1.3 CONTEXTUAL BACKGROUND

1.3.1 Contextual characterization of the English teacher training process in Ecuador.

To assess the current situation of foreign language proficiency in the country, it is necessary to begin by examining the results of the global ranking that measures the level of language proficiency. According to English First evaluations (EF,2017), it places Ecuador in 55th position.

This is how the National Government has remained pending in improving the quality of education. After the meeting in Dakar in 2000, the country committed to participate in the "Education for All" plan, which became the "Ten-year Plan 2005-2015" within the country, with policies that aim at the potentiation of English language learning skills.

When reforms were made to the English curriculum, an attempt was made to improve the level of competence of teachers in the teaching of the foreign language. As a first step, a teacher evaluation was conducted through the international TOEFL test, which measures English language skills and competencies.

The results obtained showed in 2013. Peña and Sanchez state that 73.33% of teachers have a low level of linguistic competence; affecting the way in which students learn English. Thus, undoubtedly the factor of teaching with insufficient knowledge must be corrected, so that the student does not tend to inherit the shortcomings that may be imparted by a teacher who is not adequately prepared.

The attempt of the National Government of Ecuador to promote a culture interested in the English language has been expanding for years, however, it has not had continuity or favorable results. Even so, a support network has been established for teachers through training to improve their linguistic competence.

Professionalization requires that teachers master more than one language and develop competencies that allow them to meet international standards for teaching foreign languages, considering the specific characteristics and needs of the educational system and Ecuadorian society.

In Ecuador, a study conducted at the State Technical University of Quevedo, Díaz, Venet & Morales (2018), focused on the training of its teachers in didactics in an integrated manner identified that it is a challenge because teachers do not necessarily have sufficient skills. Díaz (2018), in turn, complements this proposal by indicating that the professional preparation of teachers should also be based on technology and innovation from the classroom which could improve the educational process.

Another study conducted at the Technical University of Manabí, from a holistic approach sought to establish guidelines or diagnose the teacher training processes based on the criteria of teachers and managers, managing to highlight the importance of a direct dialogue between the different actors as a strategy for adequate pedagogical training (Arteaga et al., 2018).

The contextual characterization of the English teacher training process in Ecuador reveals a multifaceted landscape influenced by governmental changes, pedagogical practices, and cultural diversity.

A study focusing on one university's program in Ecuador highlights the government-led education reforms and the need for English language teachers to adapt to these changes. It

emphasized the importance of training teachers to effectively deliver instruction to both monolingual and multilingual student populations, noting the mixed results in teachers' cultural beliefs and attitudes towards multicultural students (Daniel & Burgin, 2019).

Research on the contextualization of training modules for English teachers in Ecuador suggests that adapting training to local contexts and emphasizing collaboration are key for the successful replication and scaling of teacher training programs. This study also identified the adaptability and replicability of training as crucial factors for sustaining teachers' knowledge and skills (Acosta, Cajas, & Minchala, 2022).

An exploration of the challenges faced by English teachers in Ecuador's public education sector highlighted the gap between the curriculum requirements and the reality of classroom teaching practices, emphasizing the need for enhanced teacher training and pedagogical strategies to meet the new curriculum demands and improve student motivation (Orosz, Monzón, & Velasco, 2021)

1.3.2 Diagnosis of the current state of the extracurricular training strategy for the preparation of English teachers in Ecuador.

The following are the results obtained after the application of the data collection instruments during the research process. We worked with the 4th semester group of the National and Foreign Languages pedagogy course at the Technical University of Machala, applying a survey focused on the knowledge about methodology and contents in their preparation as teachers in training.

Analysis of results

Survey

This method of data collection shows that students have reviewed didactic content throughout their preparation as teachers in the PINE career, but the number decreases when it comes to application of the same content. Since they were in situations where they faced classrooms with defiant students, excessive disturbances among classmates and distracting or disturbing others. It was evident that the teachers in training had to diversify the exercises related to the class topic within the classroom so that the most restless students would focus their energy on learning through personalized activities.

CHAPTER II.

2 METHODOLOGICAL FRAMEWORK.

This chapter details in detail the methodological aspects used throughout this process. It also focuses on the presentation of the type of study, the methods employed and the resources and techniques used to collect data, among other aspects.

2.1 PARADIGM AND TYPE OF RESEARCH

The present work is a quantitative research with a positivist paradigm since it seeks to explain the phenomena present in the study in order to identify the real problematic causes.

"Quantitative research is an objective approach to obtain numerical information or data that can be converted into statistics on variables to study or compare phenomena, with the aim of explaining, predicting and controlling these phenomena" (Garcia, 2019).

2.2 POPULATION.

The population of the present research is constituted by 25 students of the 4th semester of the career of Pedagogy of National and Foreign Languages in the city of Machala of the Technical University of Machala, Province of El Oro, where the age range of the students oscillates between 18 - 20 years old.

2.3 RESEARCH METHODS.

"The research method is fundamental in any scientific study, since it guides the collection and analysis of data, ensuring the validity and reliability of the results" (Martínez, 2018). For the

realization of the research, theoretical and empirical methods were chosen, this choice allowed that the techniques used were accurate for the object field and to offer solution to the Hypothesis raised.

2.3.1 THEORETICAL METHODS.

Theoretical methods add importance to the research work by allowing to explain and conceptualize the object of study, and therefore offer a tentative answer to the question or hypothesis. As for the theoretical methods applied, the historical-logical method was used.

The theoretical method used in the research is detailed below:

Historical-Logical

A complementation between the logical and the historical is proposed, where the historical establishes a reference to the study of the object throughout the research. The logical, on the other hand, interprets the historical and infers conclusions. Thus, they are linked to discover the functioning and development of the phenomena that are essentially studied in the research.

"One must recognize this historical-logical dialectical unity and reject both speculative logical reasoning, divorced from scientific facts, and empiricism that is limited to the simple description of facts without explaining them from the logic of their development" (Rodriguez et al., 2017).

2.3.2 EMPIRICAL METHODS.

The empirical approach constitutes a research model that seeks to acquire knowledge through direct observation of reality, thus basing itself on experience. From the point of view of

Hernández Sampieri et.al (2021, cited in López & Ramos, 2021) state that "empirical methods are used to discover and accumulate a set of facts and data as a basis for diagnosing the state of the problem to be investigated and/or the ascertainment or validation of the proposal to be offered in the research (...).

The method used is detailed below:

Non-participatory observation

The method used is detailed below:

Non-participatory observation

This type of method is characterized by the researcher's action of carefully observing the object of study or phenomenon in its natural state, but the researcher does not participate.

As an empirical method in the following research, an indirect or non-participatory observation was used to identify, describe and analyze the problems present during the practices of the students of the 4th semester of the Pedagogy of National and Foreign Languages career. It is composed of 5 items, which deal with the disinterest and constant interruption of classes by students under the supervision of 4th semester trainee teachers, and difficulties of 4th semester students when planning a class and/or classroom management.

Survey

The survey is commonly used as a research method due to its ability to collect and process data quickly and efficiently. It makes it possible to describe various aspects of a population, such as psychosocial, economic, educational, knowledge, lifestyles,

interpersonal relationships, and modes of action, among others. A guide or questionnaire is used, which can be applied at the beginning and/or end of the process.

Thus, in the present research, a survey of 8 closed questions was applied to 25 students of the 4th semester of the National and Foreign Languages Pedagogy course at the Technical University of Machala. The survey was applied online through a link where students could enter the Forms Offices platform and answer the survey. It was applied with the objective of knowing if the students had knowledge about how to face the challenges in the classroom, the control that is carried out in the classroom with the students, as well as contents related to the didactics and interactivity of the classes that would be carried out in their community practices.

Bibliographic review

This method collects information from theses, journals, virtual books and existing articles on the same topic or problem.

The review was carried out in November 2023, and a thorough examination was made of those works that met the proposed criteria for inclusion. After their selection, they were analyzed in depth.

2.3.3 Data processing

The purpose of data processing in research is to collect, organize, analyze and present relevant information in order to analyze and interpret it. Allowing the validation of the hypothesis, in addition to obtaining meaningful and supported conclusions, helping to effectively communicate the findings of the research, which contributes to the validity and reliability of the results themselves.

2.3.4 Work with variables

- Independent variable:** From the synthesis of the problem described in the present research, work was carried out with the first variable, which is an "Extracurricular training strategy" as an independent variable because it will enter into a series of modifications throughout the research.
- Dependent variable:** The strategy that was carried out contributed to "the methodological preparation of the trainee teachers" and is the dependent variable because it will depend on the extracurricular training strategy mentioned above, representing consequences of the changes to which it will be subject throughout the research. So will be the methodology and strategies carried out by the teacher in training.

Consistency Matrix		
Title: Extracurricular training strategy for the methodological preparation of teachers in training for the PINE career.		
Problem	Objectives	Hypothesis
General Problem: How to improve the methodological preparation of teachers in training of 4th semester of the career of Pedagogy of National and Foreign Languages of the Technical University of Machala?	Objetivo general: Elaborate an extracurricular training strategy on teaching methods that contributes to the methodological preparation of teachers in training of 4th semester of the National and Foreign Languages Pedagogy course of the Technical University of Machala.	General hypothesis: The elaboration of an extracurricular training strategy on teaching methods, can contribute to the methodological preparation of teachers in training of 4th semester of the National and Foreign Languages Pedagogy career.
	Specific objectives:	

	<p>To provide a theoretical foundation for the process of professional teacher training and methodological extracurricular training.</p> <p>To diagnose the current state of the process of professional teacher training and methodological extracurricular training of teachers in training of the Pedagogy of National and Foreign Languages career of the Technical University of Machala.</p> <p>To determine the extracurricular training strategy on teaching methods for the methodological preparation of teachers in training of the 4th semester of the Pedagogy of National and Foreign Languages course of the Technical University of Machala.</p> <p>To verify the contribution of the extracurricular training strategy on teaching methods to the methodological preparation of teachers in training of the 4th semester of the Pedagogy of National and Foreign Languages course of the Technical University of Machala.</p>	
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Work with the variable Methodological preparation of teachers in training (VD).		
Dimensions	Indicators	Items or questions for instruments curricular
Curricular	<ul style="list-style-type: none"> - The curriculum of the course of study considers the didactic preparation of teachers in training. -Texts for the didactic preparation of teachers in training are included in the basic bibliography of the course. 	<ol style="list-style-type: none"> 1. There is didactic content in the curriculum of the course. 2. There are didactic texts in the basic bibliography of the degree program.
Extradocente	<ul style="list-style-type: none"> -Conducting training activities for teachers in training aimed at their didactic preparation. - Analysis with the teaching staff of the most appropriate ways to be used for the didactic preparation of teachers in training. - Control of the attendance to the activities aimed at the pedagogical improvement of the teachers in training. -Diagnosis of learning needs in the field of didactics. - Scientific publications on the didactics of language teaching involving students. - Realization of scientific papers on the didactics of 	<ol style="list-style-type: none"> 3. Improvement activities are carried out for teachers in training, aimed at their didactic preparation. 4. The most appropriate forms to be used for the didactic preparation of the teachers in training are analyzed with the teachers' collective. 5. Attendance to the activities aimed at the pedagogical improvement of the teachers in training is controlled. 6. Students are consulted about their learning needs in the field of didactics 7. Scientific publications on the didactics of language teaching are published, Involving. 8. Scientific work is carried

	<p>language teaching involving students.</p> <p>-Participation of students in scientific didactic events.</p>	<p>out on the didactics of language teaching involving students.</p> <p>9. Students participate in scientific didactic events.</p>
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2.3.5 RESEARCH METHODS: Theoretical, empirical and statistical

The theoretical method guided the following pre-project that allowed revealing the essential relations of the research object with the empirical method of indirect observation that was carried out through the observation of the methodologies that will help to a better planning of the English classes. Thus, the statistical method is mentioned, which consists of a sequence of procedures for the management of the qualitative data investigated.

2.3.6 DATA TRIANGULATION

OBSERVATION SHEET

The data obtained thanks to the observation sheet evidenced the following:

- The teachers in training of the 4th semester of the PINE career showed that 60% experienced frequent interruptions by students in English classes, while 40% did not have the same experience.

- Likewise, 60% of the teachers claimed to lose control of the class to students who behaved defiantly and encouraged disorder. On the other hand, 40% of the trainee teachers did not face the same problem.
- The teachers-in-training in the 4th semester of the PINE program showed that 64% of them encountered students who were disinterested in their English classes; on the other hand, 36% dealt with students who were more focused on the subject matter of the classes.
- The teachers-in-training of the 4th semester showed that 52% presented difficulties in planning their classes. However, 48% possessed more knowledge on the subject of planning.
- Seventy-six percent of the teachers-in-training in the 4th semester of the PINE course stated that they lost control of the class on more than one occasion, while 24% were able to finish their classes without any problem of disorder.

SURVEY

- It could be evidenced that 96% of the students have reviewed the didactic contents of their career while 4% have not done so.
- It could be evidenced that 96% of the students have reviewed material from the bibliography of the different subjects related to didactics, while 4% of the group has not made revisions.
- It could be evidenced that 92% of the students have not published in scientific journals, while 8% have done so.
- It could be seen that 80% of the students have not participated in any scientific event as a speaker, while 20% of the students have done so

BIBLIOGRAPHIC REVIEW

BIBLIOGRAPHIC REVIEW

A review of 10 publications related to university teacher training was carried out, including extracurricular training proposals..

Result of the bibliographic record:

No.	Autor	Contribution
1	<i>Salazar Malla J. S., Suriaga Gordillo C. E., (2022) la formación de docentes de idioma inglés para incentivar un aprendizaje creativo en los estudiantes. (TRABAJO DE TITULACION). UTMACH, Facultad De ciencias Sociales, Machala, Ecuador.68 p.</i>	This instrument presents a teacher training plan to improve and strengthen the teacher's competence, similar to the objective presented in the research project by the authors of the 8th semester of the PINE program.
2	<i>Solano Loaiza, G. K. (2015) La disgrafía estudiantil en el proceso de enseñanza y aprendizaje y la formación profesional del docente (examen complejo). UTMACH, Unidad Académica de Ciencias Sociales, Machala, Ecuador.</i>	It mentions the need to strengthen the teaching role and teaching competencies
3	<i>ANDRADE, C. F., SIGUENZA, J. P., & CHITACAPA, J. P. (2020). Capacitación docente y educación superior: propuesta de un modelo sistémico desde Ecuador. Revista Espacios. ISSN, 798, 1015.</i>	This work expands on the explanation about teacher training and how it contributes to the guidance, direction and support to students through learning.

4	<p><i>Jaramillo Vidal, Fernando Mauricio (2016). La formación profesional docente, estándares de calidad de la enseñanza en la educación superior: una aproximación teórica.</i></p>	<p>It refers to teacher training as an important process that supports quality, being a positive factor in the life of continuous learning on the part of the teacher. Requiring the realization of a didactic teaching to improve their teaching.</p>
5	<p><i>Mora, R. A. (2011). Tres retos para la investigación y formación de docentes en inglés: reflexividad sobre las creencias y prácticas en literacidad. Revista Q.</i></p>	<p>It raises a reflective idea where he invites even teachers from different areas to training as it benefits their work, especially this promotes creativity and development of students.</p>
6	<p><i>Vásquez García, J. C. (2023). La formación de profesores/as de inglés como intelectuales: algunas anotaciones epistemológicas. Polyphonía: Revista de Educación Inclusiva, 7(1).</i></p>	<p>The existence of teachers who focus only on following the lesson plans, without motivating creativity in students, without thinking about the renewal of teaching techniques when continuous training is necessary, when it is required because the world of education is constantly changing, is emphasized here.</p>
7	<p><i>Barros-del Río, M. A. (2019). Cómo fomentar el espíritu crítico en los futuros docentes de inglés desde la formación: fundamentos y propuestas. Íkala, Revista de Lenguaje y Cultura, 24(3).</i></p>	<p>This work mentions the need to implement training programs for students on the way to teachers, encouraging critical thinking and the search for techniques and didactics that favor the teaching of English.</p>
8	<p><i>Basabe, E. (2022). Investigación y formación docente en inglés en la</i></p>	<p>It is an interview where they talk about English teacher training by</p>

	<i>Argentina hoy: Entrevista a Darío Luis Banegas.</i>	integrating ministries that cooperate in training or improving their process, but only proposing a change of planning every 5 years, although it is partly beneficial because society and the world of education is always moving forward.
9	<p><i>da Silva FISTAROL, C. F., FISCHER, A., & BAILER, C. (2018). O PROCESSO DE ESTÁGIO NA FORMAÇÃO DOCENTE DE PROFESSORES DE LÍNGUA INGLESA: UM OLHAR DE LICENCIANDAS DE UM CURSO DE LETRAS EL PROCESO DE ESTADIO EN LA FORMACIÓN DOCENTE DE PROFESORES DE LENGUA INGLESA: UNA MIRADA DE LICENCIANDAS DE UN CURSO DE. Revista Ibero-Americana de Estudos em Educação, 13(2), 623-637.</i></p>	This work presents the idea of teaching practice as a training process in which the student faces the reality of the teaching field and thus forms his critical thinking and is honest about the areas where he needs more preparation.
10	<p><i>Echeverri-Sucerquia, P. A., Arias, N., & Gómez, I. C. (2014). La pedagogía crítica en la formación de docentes de inglés: la experiencia de un grupo de estudio. Íkala, Revista de Lenguaje y Cultura, 19(2), 167-181.</i></p>	The study group is presented as a process of teacher training, since it is a group of people interested in the same objective and establishing similar goals, reflecting on their practice as teachers.

CHAPTER III

3 INTERVENTION PROPOSAL.

In this chapter, the scientific contribution that the researchers present to the educational community is exposed, detailing the creation of a teacher training program directed to the students of the 4th semester of the career of Pedagogy of National and Foreign Languages of the Technical University of Machala, with the objective of elaborating a strategy of extracurricular training that responds to the scientific problem of the present investigation: How to improve the methodological preparation of the teachers in training of the 4th semester of the career of Pedagogy of National and Foreign Languages of the Technical University of Machala?

3.1 THEORETICAL FOUNDATION OF THE EXTRACURRICULAR TRAINING STRATEGY FOR THE METHODOLOGICAL PREPARATION OF TEACHERS IN TRAINING OF THE PINE CAREER.

In the 21st century, universities face the challenge of training their teachers. In this context, it is crucial that educators develop innovative proposals that, taking advantage of good practices, establish new processes with the objective of training teaching professionals. These professionals must conceive education as a public good rather than a market product. The aim is to train teachers who foster the construction of a more democratic society with higher levels of social inclusion.

The competency-based approach requires teachers to be skilled in the design and implementation of didactic situations. Therefore, it is essential to have a wide repertoire of teaching-learning methodologies and strategies.

To understand the meaning of a training strategy, definitions provided by various authors have been taken into account, including Delgado (2001), Ysseldyke & Algozzine (1982), González

and Hernández (2016), Yaber & Valentino (2003), Cuevas et al. (2012), Gallardo (2008), & Carrasco (2008).

Among the characteristics of a teacher training strategy, the following stand out.

following:

- Promotes the pursuit of quality in order to provide students with a comprehensive education.
- Works in collaboration with the educational community, in such a way that they develop both work and personal skills.
- Proposes different techniques to promote learning support and adapt to new educational regulations.
- Adapts methods, techniques and procedures to the peculiarities and needs of the students' training.
- Provides the teaching staff with theoretical and methodological foundations, with the objective of conceiving, planning and maintaining control over the educational work.
- Contributes to the improvement of meaningful education, enhancing the development of teacher professionalization and promoting curricular transformation.

On the psychological side, the theoretical basis of the additional training strategy to methodologically prepare future PINE teachers can explore psychological aspects, such as intrinsic motivation, cognitive development and learning theories. It would focus on establishing an emotional connection and adapting pedagogical techniques to the psychological characteristics of students. In addition, it is essential to take into account the teacher's self-efficacy and self-esteem to reinforce confidence in the implementation of new methodologies.

Regarding pedagogical aspects, elements such as the design of teaching programs, formative assessment, instructional adaptation and the integration of educational technologies can be explored. Likewise, it is relevant to highlight the need to stimulate active participation by 4th semester students and the implementation of methodologies focused on meaningful learning in order to improve the quality of the educational process.

With respect to didactic aspects, these could include the choice of appropriate didactic resources, the development of effective lessons, the adaptation of strategies according to different learning styles, and the application of methods that stimulate active participation and continuous feedback. It should be mentioned that it is important to emphasize constant updating in pedagogical techniques to ensure relevance and effectiveness in the teaching process.

In summary, the preparation of teachers in the 21st century is essential for several reasons, such as the transformation of the way in which teaching and learning take place thanks to technological advances, which implies that educators must keep up to date with new educational tools and methods. In addition, diversity in the classroom has increased, which demands that teachers be trained to meet the needs of all students, regardless of their cultural and socioeconomic background or individual abilities.

It is worth mentioning that a specific challenge facing teachers in this century is the adaptation to new technologies and their effective integration in the classroom. Many teachers have not been trained to use technology in an educational way, so they require training to take advantage of its full potential in teaching.

Another important challenge is attention to diversity. Classrooms are increasingly diverse in terms of student characteristics, which implies that teachers must be prepared to meet the individual needs of each student, adapting their teaching methods and strategies.

3.2 DESCRIPTION OF THE EXTRACURRICULAR TRAINING STRATEGY FOR THE METHODOLOGICAL PREPARATION OF TEACHERS IN TRAINING.

With the objective of improving the methodological preparation of teachers in training of the PINE career of the training strategy for teachers in training, a training program was implemented to contribute to the methodological preparation of teachers in training of 4th semester of the career of Pedagogy of National and Foreign Languages of the Technical University of Machala. This strategy is detailed below:

TEACHER TRAINING STRATEGY PLAN.

Intervention #1

Objective: To improve the methodological preparation of trainee teachers in the PINE program.

Phase 1

Identification of training needs

Through the implementation of an observation guide, it is considered a priority to undertake educational actions that reinforce and expand the development of the skills of the teaching staff, with the aim of improving the preparation of trainee teachers.

Addressed to:

Students of 4th semester of the career of Pedagogy of National and Foreign Languages of the Technical University of Machala.

Phase 2

Content

- How was your experience during your internship?
- What is classroom management?
- Importance of classroom management.
- Strategies for good classroom management.

Types of activities.

- Training techniques
- Conference

Human resources.

- The authors of this research.

Material resources

- Computer
- Webcam
- Microphone

Virtual resources

- Slides created in Canva
- Sources of research on classroom management.
- Microsoft Teams meeting platform.
- Youtube.

Evaluation

At the end of the teacher training, the presenters will conduct a review of what was covered, with the intention of verifying that the teacher training was communicated clearly and accurately.

Intervention #2

Objective: To improve the methodological preparation of trainee teachers in the PINE program.

Phase 1

Identification of training needs

Through the implementation of an observation guide and a survey, it is considered a priority to undertake educational actions that reinforce and expand the development of the skills of the teaching staff, with the aim of improving the preparation of teachers in training.

Addressed to:

Students of 4th semester of the career of Pedagogy of National and Foreign Languages of the Technical University of Machala.

Phase 2

Content

- Is there a right way to plan a class?
- Some common strategies for class planning.
- Lesson planning exercises.
- How have you made your classes more interactive and didactic?
- Video about tips to make classes more dynamic.
- Didactic exercises with age range

Training techniques

- Lectures

Human resources

- The authors of this research.

Materials resources

- Computer
- Webcam
- Microphone

Virtual Resources

- Slides created in Canva.
- Sources of research on the correct way to plan classes.
- Research resources on how to make a class more dynamic and interactive.
- Google meet platform.
- Youtube.

Evaluation

At the end of the teacher training, the presenters will conduct a review of what was covered, with the intention of verifying that the message about creative learning has been communicated clearly and accurately.

CHAPTER IV

4 DISCUSSION OF THE RESULTS.

The results obtained in this study reveal an honest picture regarding the methodological strategy applied to the students of the 4th semester of the PINE career. Throughout the research, a good acceptance on the part of the teachers in training was observed. In the following, the results obtained will be detailed and analyzed in depth, highlighting their relevance for their teacher training and possible application in their future teaching practices.

4.1 DESCRIPTION OF THE APPLICATION SYSTEM

The application system designed for this research work was conceived as a tool to help improve teacher training, providing support, encouraging reflection and continuous learning. After observing the students of the 4th semester of the PINE career, where it was evidenced that the students to whom they would give classes were restless, with little interest in the topics of the classes, while the teachers in training presented conflicts for their planning, which led to a survey of the authors where it corroborated mistakes in the control of the class, dynamic and interactive classes and strategies for their planning.

The first intervention took place on Tuesday, February 20, 2024, with online modality due to the ease of time available to 4th semester students. The first intervention took place on Tuesday, February 20, 2024, with an online modality due to the time availability of 4th semester students. At the beginning of the intervention, the 4th semester students were informed about the topic to be discussed, why and how their participation is of great help for the research project.

As an introduction at the beginning of the training, a question was posed to the students about their experiences performing their role as a teacher during their internship. Through this

question, the students shared with the facilitators and their peers the problems they faced during their internship, thus encouraging a continuous reflection on their pedagogical experiences.

After the concise introduction, the topic of "Classroom management" was addressed as an initial point with the students; during this section, a clear definition of the point being addressed was provided and guidelines were given for good classroom management. The importance of establishing clear and specific rules, the application of positive discipline techniques, the active promotion of participation and dialogue within the classroom, as well as the ability to manage time efficiently were emphasized.

Strategies to promote a positive classroom environment were also explored, highlighting the relevance of closing the topic with a clear understanding of the importance of classroom management. An organized and positive classroom environment not only facilitates students' focus on learning, enabling them to reach their full potential, but also contributes to strengthening the relationship between teacher and students. This enhanced connection, in turn, can translate into improved academic performance.

After the theoretical presentation, various strategies were shared that students as teacher trainees can employ as future teachers to improve classroom management. Next, images were used to illustrate different types of activities that they could apply in their lessons in their class, seeking to generate interest and attraction in the students towards the content. To conclude the training, the trainee teachers were asked to share both a satisfactory and a less gratifying experience they had during their internship.

The second intervention was on Wednesday, February 21, 2024, with online modality since it was an extracurricular event and outside the daily classes of the students of the 4th semester of the PINE career. At the beginning of the intervention we started with a question to

open the topic about class planning, the students participated by answering one by one, we talked about general strategies to make a class planning, while they gave their opinion about each one that was shown in the meeting, we proceeded to perform an exercise of the parts that a general class planning has depending on the activity shown and what each section contained.

In the second part of the same intervention, we started with a question with which the students shared their experience making their classes more interactive and dynamic according to the age and type of students that the twelve faced, then a video was played where tips were reflected to implement games and flashy activities in the classroom to focus students and encourage their creativity.

Finally, activities were categorized depending on the age of the students, while discussing the advantages of performing them, the skills that can be reinforced and at what time they can be implemented depending on the class topic that the teacher in training deals with. Results of the application.

The data obtained after the application of the proposal showed that the methodological preparation of the teachers in training of the 4th semester of the National and Foreign Languages Pedagogy course of the Technical University of Machala was considerably improved.

Finally, this extracurricular training strategy for the methodological preparation of teachers in training of the PINE career showed positive aspects in the students such as: development of pedagogical skills, which brought about an improvement in classroom management. There was also an exchange of experiences, they felt more motivated and also committed to play their role as teachers in a more effective way, which made them feel more self-confident.

5 CONCLUSIONS

- The elaboration of an extracurricular training strategy on teaching methods allowed contributing significantly to the methodological preparation of teachers in training of 4th semester of the National and Foreign Languages Pedagogy career of the Technical University of Machala.
- The information obtained through the bibliographic review contributed theoretically to the research work, since it established the importance of an extracurricular training strategy for teachers in professional training.
- The application of the diagnosis of the current state of the professional training process of the 25 teachers of the 4th semester of the National and Foreign Languages Pedagogy career of the Technical University of Machala evidenced certain difficulties when carrying out their role as teachers in their community practices.
- In response to the difficulties evidenced in the diagnosis, an extracurricular training strategy was developed on methodological teaching methods for teachers in training in the career of Pedagogy of National and Foreign Languages of the Technical University of Machala, which once made the interventions showed positive results in the teachers in training.

6 RECOMMENDATIONS

- Inform trainee teachers about clear and consistent standards to create an effective learning environment. In addition to always fostering empathy and effective communication helps to understand individual student needs and address behavioral problems constructively.
- Practicing and implementing careful lesson planning is essential to achieving learning objectives. Trainee teachers should define specific goals for each class and evaluate progress, as it is important to adapt teaching to different learning styles, using methods to reach students and maintain their interest.
- Always try to take classes to a dynamic level to maintain students' interest and attention by incorporating practical and experiential activities that allow students to learn by doing. In addition, using multimedia and technological resources can enrich the presentation of the content and make it more attractive.
- Encourage the construction of collaborative environments in the classroom because this will allow teachers-in-training to establish opportunities for students to work together and share ideas.

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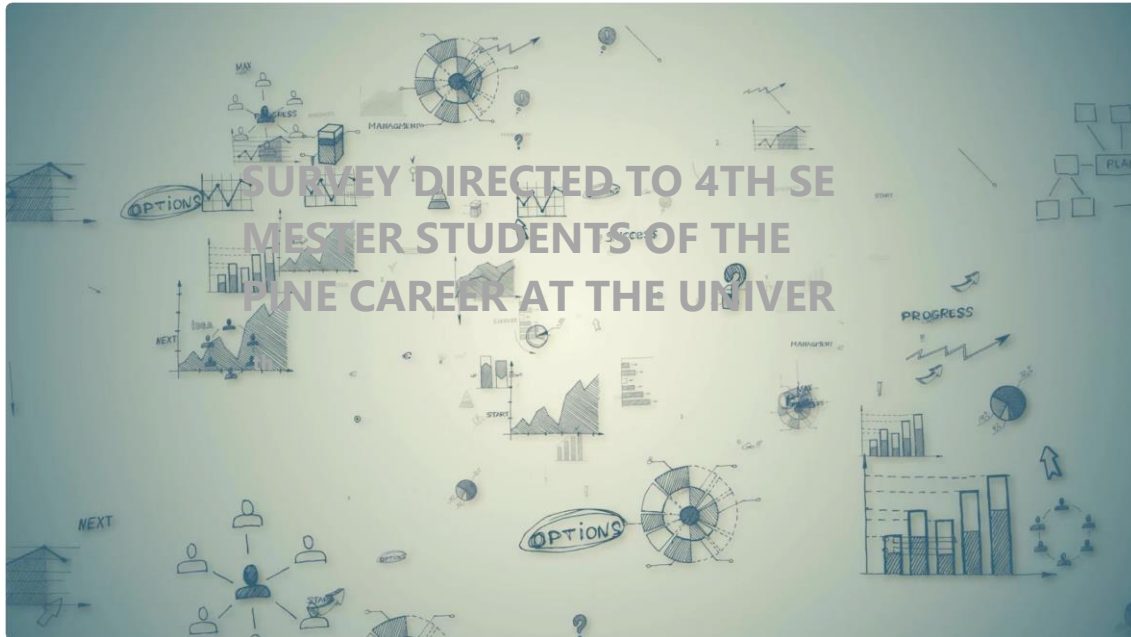
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8 ANEXXES.

APPENDIX 1.

Survey of 4th semester students of the PINE program.



* Obligatoria

GENERAL INFORMATION

1. AGE RANGE *

- 18-20
- 21-23
- 24-26

2. CONFIRM YOUR GENDER *

- Female
- Male

ANSWER THE FOLLOWING QUESTIONS.

3. Have you reviewed didactic contents in your career? *

- Yes
- No

4. Have you reviewed material from the bibliography of the different subjects related to didactics? *

- Yes
- No

5. Have you done any extra-curricular preparation focused on didactic

preparation? *

- Yes
- Sometimes
- No

6. Have you been consulted about your preferences for extra-curricular

courses? *

- Yes
- Sometimes
- No

7. Have you published in any scientific journals? *

- Yes
- Sometimes
- No

8. Have you participated in any scientific event as a speaker? *

- Yes
- Sometimes
- No

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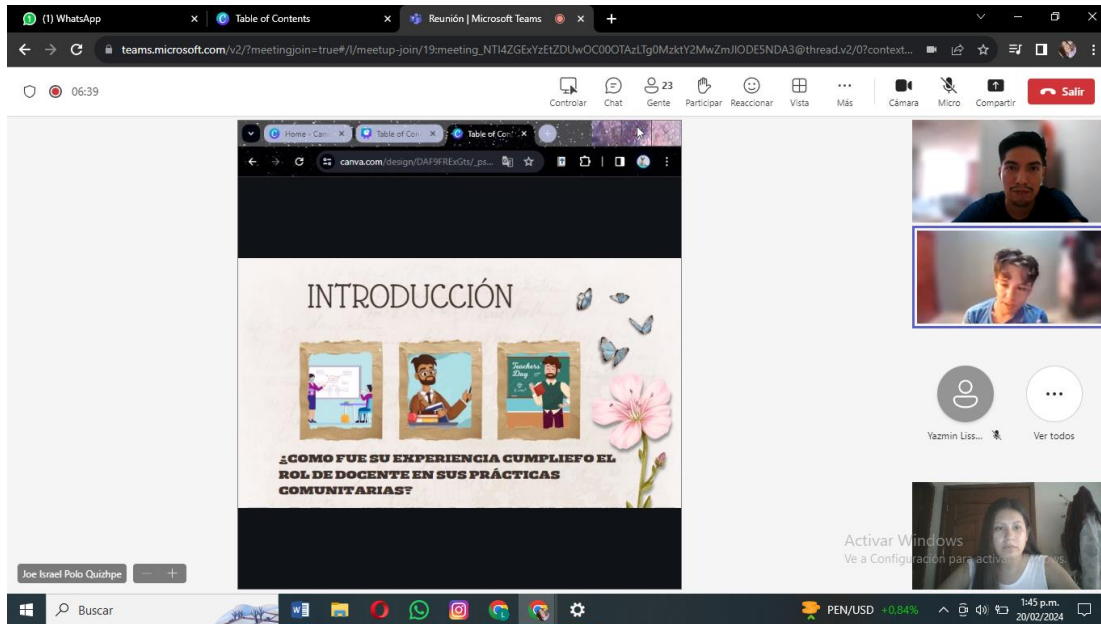
APPENDIX 2.

Observation sheet

Items	OBSERVACIONES	
	SI	NO
Los estudiantes interrumpen frecuentemente las clases sin motivo.	15	10
Los estudiantes se muestran desafiantes e irrespetuoso.	15	10
Los estudiantes se muestran desinteresados durante la clase.	16	9
Existen problemas al momento de planificar sus clases.	13	12
El docente en formación muestra dificultades al momento de controlar la clase.	19	6

FIGURA 1

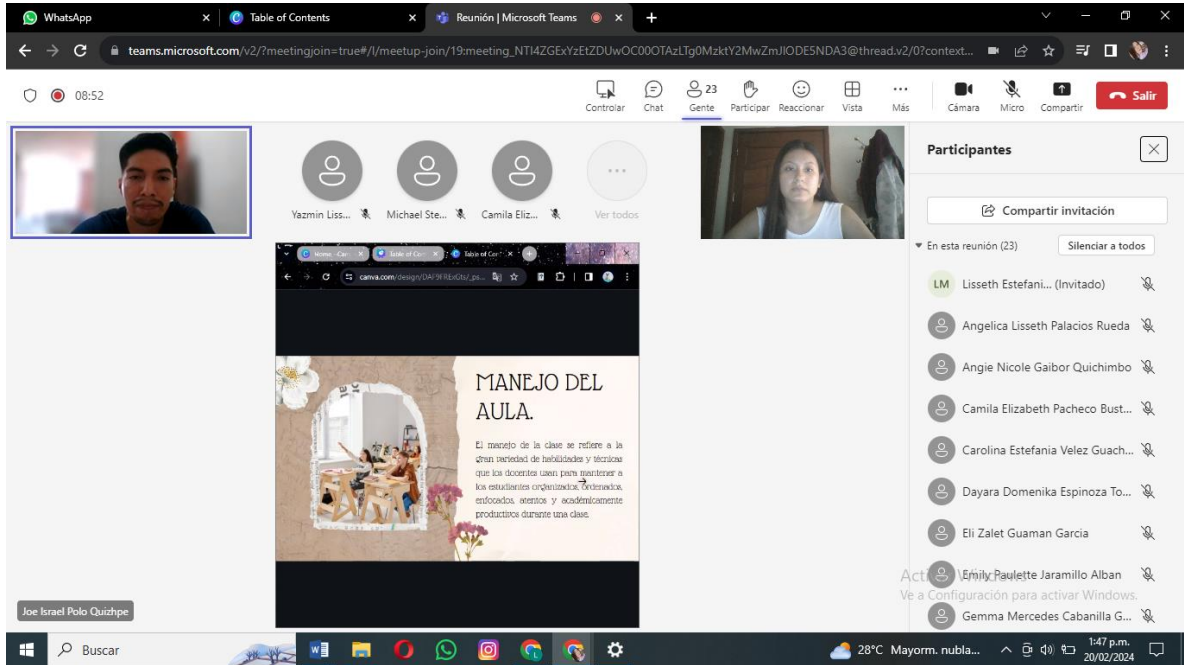
Primera intervención de la capacitación docente.



Nota: primera capacitación en línea a los docentes en formación de la carrera PINE.

FIGURA 2

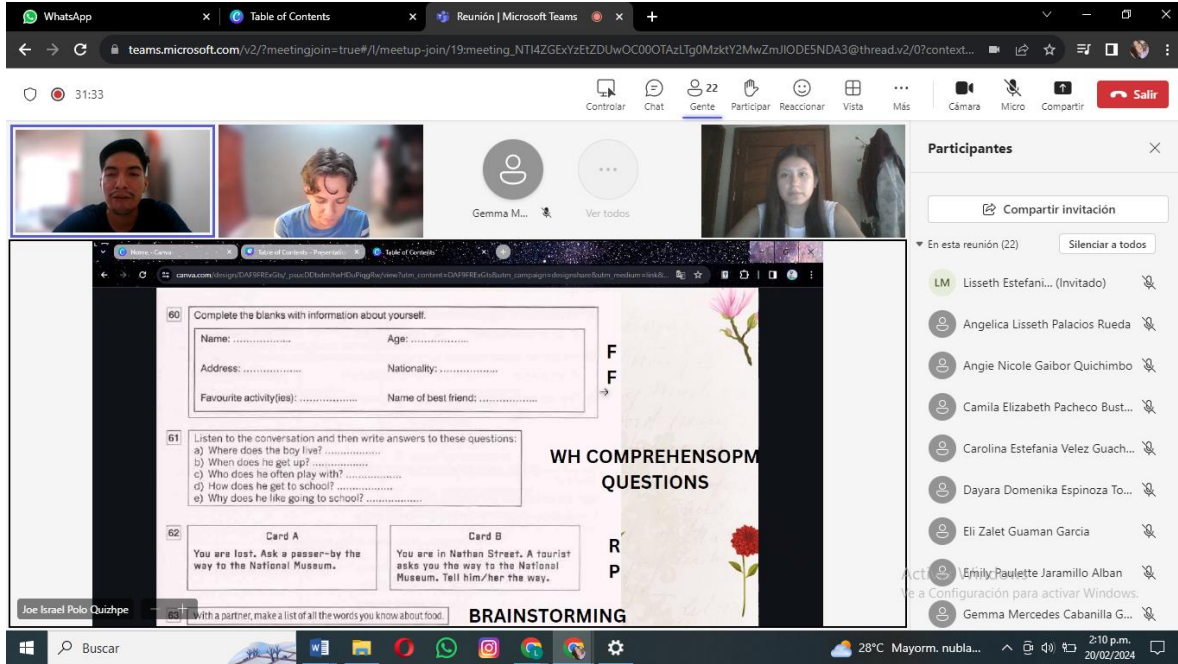
Primera intervención de la capacitación docente



Nota: primera capacitación en línea a los docentes en formación de la carrera PINE.

FIGURA 3.

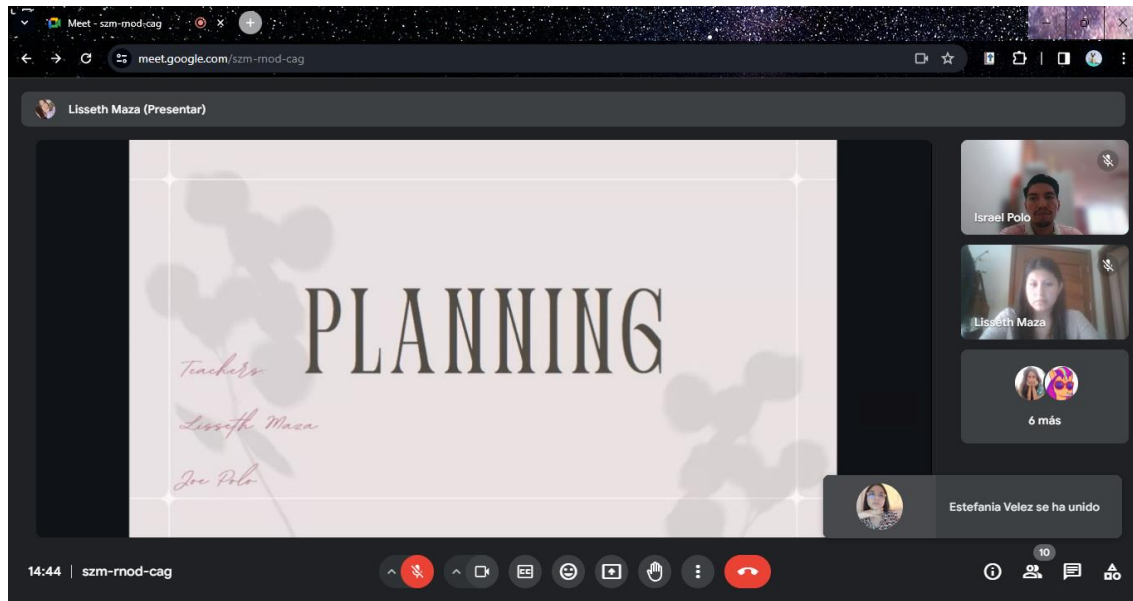
Primera intervención de la capacitación docente



Nota: primera capacitación en línea a los docentes en formación de la carrera PINE.

FIGURA 4.

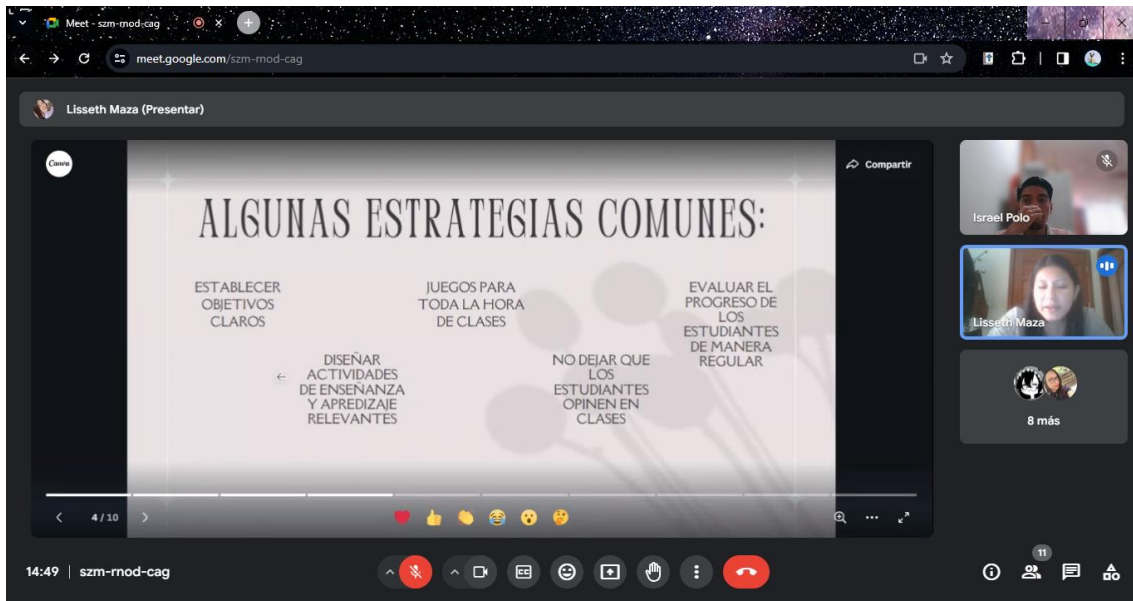
Segunda intervención de la capacitación docente



Nota: segunda capacitación en línea a los docentes en formación de la carrera PINE.

FIGURA 5.

Segunda intervención de la capacitación docente.



Nota: segunda capacitación en línea a los docentes en formación de la carrera PINE.

FIGURA 6.

Segunda intervención de la capacitación docente.

The screenshot shows a Google Meet window with a presentation of a lesson plan table. The table is titled 'PLANIFICACIÓN DEL BACHILLERATO 15-12' and is presented by Lisseth Maza. The table has four columns: TIMMING AND INTERACTION, TOPIC NAME & INTERACTION, PROCEDURE, and TUTOR'S COMMENTS. The table content is as follows:

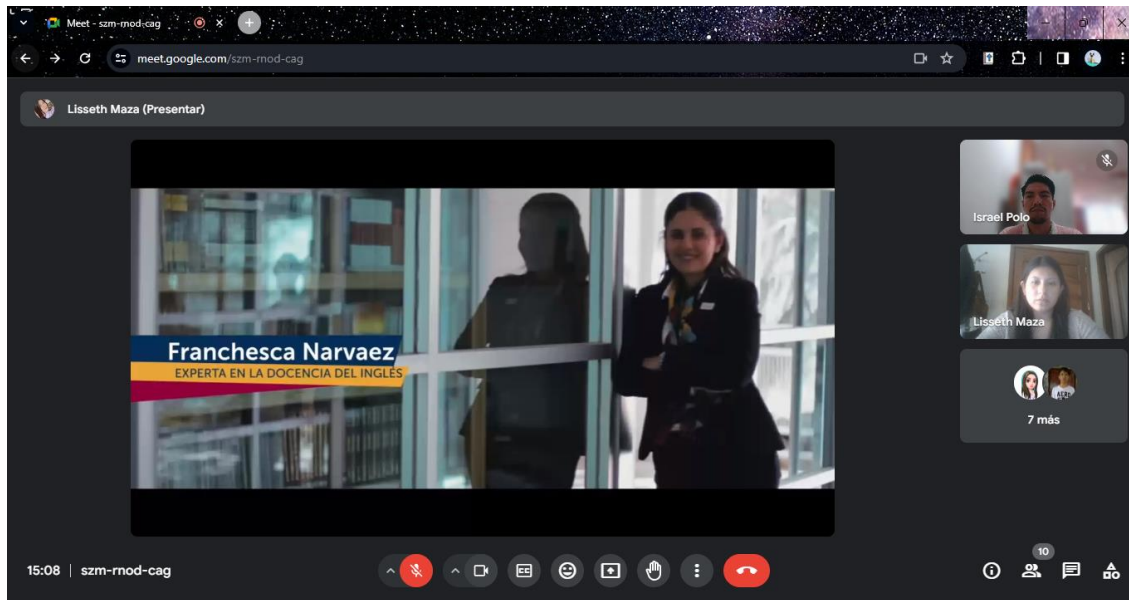
TIMMING AND INTERACTION	TOPIC NAME & INTERACTION	PROCEDURE	TUTOR'S COMMENTS
10' T-S / S-T	a. Lead-in • Food & Drinks	<ul style="list-style-type: none">• Greeting• T makes a feedback about the last class.	
10' T-S	b. Check • Check the task	<ul style="list-style-type: none">• T check the tasks of the students.	
15' T-S S-T	c. Activity • Role-play	<ul style="list-style-type: none">• T explains the activity that students are going to do.• T will release the questions for the role-play: What is the first thing you do in the morning? What do you do after that? What is the last thing you do at night?	The students took longer than Necessary in the activity.
5' T-S	d. Farewell	T say goodbyes.	

The Meet interface includes a video feed of Lisseth Maza, a video feed of Israel Polo, and a list of other participants. The bottom of the screen shows the Meet controls and the system tray with the time 14:59 and the meeting ID szm-rmod-cag.

Nota: segunda capacitación en línea a los docentes en formación de la carrera PINE.

FIGURA 7.

Segunda intervención de la capacitación docente.



Nota: segunda capacitación en línea a los docentes en formación de la carrera PINE.

ANEXO 3

Planificación de clase de la primera intervención de la capacitación docente.

SEMESTER: 4 th		DATE: February 19 th , 2024		TEACHERS: Lisseth Estefania Maza Macas and Joe Israel Polo Quizhpe	
SUBJECT: English		THEME: CLASS MANAGE		Time: 40 minutes	
Learning objective: SWBAT manage in the best way the class and interest the students to the class...					
TIME	PROCEDURE	RESOURCES	INTERACTION TEACHER-STUDENT		
Introduction (5minutes)	1. Greeting and Introduction: - Greet students. 2. Icebreaker: Pedir a los estudiantes que comenten como fue su experiencia desarrollando sus prácticas. practicas	<ul style="list-style-type: none"> • Teams Platform. • Mentimeter platform. • Slides Presentation. 	<ul style="list-style-type: none"> • Teacher and students. 		
Development (15 minutes)	1. ¿Cómo tener un mejor manejo del aula? ¿Qué es manejo del aula? Importancia del manejo del aula. ¿Cómo lo logramos?	<ul style="list-style-type: none"> • Sildes Presentation. • 3D Model: Digestive system. 	<ul style="list-style-type: none"> • Teacher and students 		

Application (15 minutes)	<p>1. Explicación de las estrategias del manejo del aula.</p> <p>Estrategias a tratar :</p> <p>Empezar bien.</p> <p>Crear un ambiente de armonía.</p> <p>Incluir a los alumnos.</p> <p>Fomentar relaciones entre alumno – docente.</p> <p>Recompensa las mejoras.</p> <p>Aprender nombre. ser firme y consciente.</p> <p>Trabaja junto con los padres y tutores.</p> <p>Enfrenta los conflictos con inteligencia.</p> <p>Mantener la atención de tus estudiantes.</p> <p>Tipos de actividades.</p>	<ul style="list-style-type: none"> • Slides presentation. • 	<ul style="list-style-type: none"> • Teacher and Students
Closure (5 minutes)	<p>Reforzar la importancia de un buen manejo del aula.</p>	<ul style="list-style-type: none"> • Slide presentation. 	<ul style="list-style-type: none"> • Teacher and students

ANEXO 4

Planificación de clase de la Segunda intervención de la capacitación docente.

SEMESTRE: 4 ^{to} FECHA: 21 de Febrero, 2024 PROFESORES: Lisseth Estefania Maza Macas Y Joe Israel Polo Quizhpe				
TEMA: Contenido acerca de planificación de clases. La interactividad y dinámica dentro del aula. Tiempo: 40 minutos SEGUNDA INTERVENCION				
Objetivo de aprendizaje: Que los estudiantes conozcan material acerca de la planificación de clases y la implementación de dinámica para clases más interactivas.				
TIEMPO	PROCEDIMIENTO	RESULTADOS	RECURSOS	INTERACCIÓN
Introducción (10 minutos)	1. Saludo e introducción: - Saludo al estudiante e introducción del tema 2 de la segunda intervención. 2. Pregunta	- Los estudiantes pudieron compartir sus experiencias como docentes en las aulas de clases.	<ul style="list-style-type: none"> • Plataforma de teams • Diapositivas de Canva. 	<ul style="list-style-type: none"> • Profesor- Estudiante

	<p>- ¿Crees que existe una manera correcta para planificar una clase?</p>			
<p>Desarrollo (15 minutos)</p>	<p>1. Diapositivas</p> <p>- Algunas estrategias comunes a la hora de planificar una clase.</p> <p>-Ejercicio acerca de ubicar las partes más generales y útiles en un ejemplo de planificación.</p> <p>2. Pregunta</p> <p>- ¿Cómo han hecho sus clases más interactivas y didácticas?</p> <p>-Video acerca de la dinámica de clases.</p>	<p>- Los estudiantes pudieron conocer estrategias para la planificación de sus clases que podrían implementar.</p> <p>-Los estudiantes pudieron compartir sus experiencias acerca de las actividades y ejercicios que llegaron a usar para hacer dinámica sus clases.</p>	<ul style="list-style-type: none"> • Diapositivas de Canva. • Chat de la llamada. • Video de Youtube. 	<ul style="list-style-type: none"> • Estudiante-Profesor
<p>Despedida (5 minutos)</p>	<p>-Para finalizar se realizó un ejercicio de ubicación de actividades vistas en la intervención pasada a un rango de edad de estudiantes.</p>	<p>- Los estudiantes participaron de manera activa en la actividad y aportaron ideas..</p>	<ul style="list-style-type: none"> • Diapositivas de Canva • Documento en word. 	<ul style="list-style-type: none"> • Profesor- Estudiante

	- Despedida.			
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